

**A STUDY OF COMMUNICATION IN PARENT-CHILD RELATIONSHIP**

**A THESIS**

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**BY**

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## **DEDICATION**

**To My Mother, Ella,  
Whose patience, tolerance, and understanding  
gave me the will, inspiration, and encourage-  
ment to go forward throughout this period of  
graduate study**

**H. L. J.**

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H. L. J.

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## CHAPTER I

### INTRODUCTION

Rationale.--The need for parent-child understanding is perhaps one of the leading factors contributing to parent-child indifferences today. With the many changes in society, which relate to the adolescent child, there is a great need for him to be able to rely on his parents in order to gain confidence in himself and become independent.

Many parents become frustrated by dialogues with children simply because they lead nowhere. Parents, many times, will ask children direct questions expecting explanatory answers. Instead, the child will give direct, or brief "yes", "no" answers; and, as a result, parents, in their attempt to be reasonable, soon become exhausted and usually feel that the raising of one's voice in emotional furor is the way to get the child's attention and to have him understand what is desired by the parent.

Since troubles are not confined to adults, we must consider the fact that children have troubles also. The ones that show, which are really symptoms of a deep seated problem, are the ones we worry about most. Children have hidden troubles that do not show to the outside world. These are the ones which are, many times, more perplexing than the ones we see. The parent, as a counselor, in the home should pay close attention to the individual child's behavior at these times in

order to try and determine if there is something of a problematic nature on the child's mind, and give possible assistance to the child in helping him solve his own problems.

There is a role in society for our youth today and still a greater leading role for our youth in society tomorrow. This makes it even more necessary for the child to gain independence and to be able to freely carry on conversations with parents relating to any problems which may exist in his life. Rules, set by parents, are important, but they should be explained clearly so that the child understands them. Well defined rules give the child, when allowed to follow them freely, a sense of reliance and respect. The child with a comfortable reliance on his parents and their rules is usually an obedient child. He also appreciates the freedom that rules give him. He has a positive attitude toward the rules themselves. He demonstrates this in his readiness to carry out the rules themselves.

Parents have various ways in which they attempt to understand and gain confidence of their children. There is a great need for an improvement in parent-child attitudes and languages which will increase understanding and reduce parent-child frustration and disgust. Good communication between the parent and child is very important in this respect.

Evolution of the problem.--While teaching in the Atlanta School System, the writer has had the experience, in the last few years, to assist many pupils with problems. Many questions asked by pupils seemed to be those which were related to getting parents to understand many desires of the child. Many children indicated, directly and indirectly, that talking with parents was a difficult task. Children also revealed that some problems could not be discussed easily at home.

Considering the great need for parent-child understanding in order to promote proper child adjustment, the writer felt that a survey of the most common problems, which seemed most difficult for children to discuss with parents, and possible techniques of parent counseling would provide significant data.

Contribution to educational knowledge.--The increased attention which had been focused on parent-child indifference has made the writer aware that many maladjustments in children were caused by these indifferences. The writer felt that the parent could be helped by the guidance worker to prevent or reduce many of the causes of these maladjustments. The writer hoped that this study would make significant contributions in:

1. serving as a guide to counselors in assisting parents to better discuss problems with their children.
2. assisting the counselor in pointing out the possible weaknesses in parent-child communication techniques.
3. aiding the counselor to motivate parents in becoming concerned in the area of communication in the parent-child relationship.

Statement of the problem.--The problem in this study was that of ascertaining problems that parents and children encounter most frequently in their attempts to communicate with each other, and develop a practical means whereby counselors can assist parents and children in coping with these problems.

Purpose of the study.--The major purpose of this study was to identify the most common problems, and their relationship to attitudes, which children and parents encounter in their efforts to communicate with each other. The specific purposes of this study were:

1. To identify common issues encountered in parent-child relationships during adolescent development where there is a prevailing need for adequate parent-child communication.
2. To determine the extent to which decisions are made by the parents and the degree of communication between child and parent for adequate understanding.
3. To identify counseling roles and techniques essential to parent-child relationship.
4. To formulate implications, conclusions and recommendations upon the basis of the analysis and interpretation of pertinent data which was collected in this study.

Limitations of the study.--This study was limited primarily to the most common problems which are most difficult for children to discuss with their parents and some reasons, indicated by children, for this difficulty.

Definition of terms.--The significant terms which were used throughout this study are hereby defined as follows:

1. Counselee.--as used in this study refers to the subjects which were interviewed by the writer.
2. Communication.--as used in this study refers to the ability of parents and children to talk orally together.
3. Problem.--as used throughout this study refers to matters which children and parents find difficult to discuss together.

Locale of the study.--This study was conducted in the northwest section of Atlanta. The boundaries were: West - Fairburn Road, East - Linkwood Road, South - Collier Drive, and North - Gordon Road.

Subjects and materials.--The subjects and materials used in this study were as follows:

1. This involved one hundred and forty-one subjects
  - a. One hundred and twenty adolescents were used.



- b. Twenty-one adult subjects were used, who were parents and guardians to the adolescent subjects.
2. The instrument used in this study consisted of a questionnaire-opinionnaire that was specifically designed by the writer and administered to the children and adult subjects in this study.
3. The interviews were made with the children subjects to determine what counseling techniques were most effective with adolescents this age, or if great concern should be placed on the techniques used by the parents.

Method of research.--The descriptive survey method of research was used in conducting this study.

Research procedure.--The following procedural steps were used in conducting this study:

1. The literature, pertinent and related to this study was reviewed, summarized, and presented.
2. Questionnaire-opinionnaires were distributed to subjects in assembled sessions. These questionnaire-opinionnaire responses were analyzed and recorded.
3. Interviews were conducted with the adolescent subjects, recorded, and critiqued for reference and used in this study.
4. The data obtained through those procedures were assembled into appropriate tables.
5. Findings were summarized and conclusions drawn.
6. Implications and recommendations were made on the basis of the findings that resulted from this study.

Survey of related literature.--A review of related literature reveals that good parent-child relations, which is essential in assisting child development and adjustment, is an important facet. This survey was presented with consideration to the following headings:

1. The importance of parent education
2. The importance of parent-child communication

3. Parents' techniques in communication with adolescents which are likely to cause conflict.

The importance of parent education.--The child's very first real friend is his mother. The first communication made in childhood is perhaps observed by the mother. This parent's observation and communication should continue throughout the total childhood and into adulthood when deemed important. Very early infancy and throughout childhood, the child focuses much attention on his parents and carefully makes a study of them. Yet, so many parents have much difficulty in understanding their child's behavior because very few parents will actually study their own children.<sup>1</sup>

Too many parents refuse to forget themselves and their own importance. Therefore, they do not realize that they can be better parents if they develop their own power and observations, rather than relying on methods of their own parents.

Parent education is of utmost importance. The literature related to this study shows that:

Parent education is a voluntary cooperative effort on the part of parents studying under qualified leadership to increase their understanding of child growth and development, of parent-child relationship, of family life, and of family-community relationship, and to improve their ability to perform their parts in these relationships with confidence and satisfaction.<sup>2</sup>

Another consideration given to what parent education, which is

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<sup>1</sup>James Howard, Getting Acquainted With Your Child (New York: The Maple Press, 1934), p. 9.

<sup>2</sup>Helen L. Witmer, The Field of Parent Education (New York: National Council of Parent Education, Inc., 1934), p. 2.

more closely related to this study, is that:

Parent education is concerned with helping parents perform more successfully their job of being parents. It endeavors to assist them in understanding themselves, their children, and to develop techniques of guiding the development of the individuals comprising the family group.<sup>1</sup>

One writer says the specific objectives of parents' education are:

1. To interpret to parents the findings of specialists in regards to various aspects of child and family life.
2. To modify or change the attitude of parents toward their children and their behavior.
3. To act as a therapeutic device for relieving personal maladjustment.
4. To arouse in parents an interest in civic affairs with a view to developing an alert, informed, participating democracy.
5. To provide a forum in which parents may verbalize their conceptions of the mores and attempt to adapt them to present conditions and trends.<sup>2</sup>

Since the main concern of parents should be to insure the well-being of their children, parent education is of great necessity in the making of choices that determine child welfare. From many points of view, parent education is one of the major forces in determining the nation's destiny, for it must influence profoundly the character, the ideals, the strivings, and achievements of the next generation. Fisher says this in regards to parent education:

That it is all about numberless bits of facts and the numberless practical rules that help parents to look after the physical and mental development of their children. It is all about the best insight available regarding the nature of the mental and emotional processes of the child--and of human beings generally. It is all about the development of the attitudes of the parents

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<sup>1</sup>Ibid., p. 3.

<sup>2</sup>Ibid., pp. 4-20.

themselves into more effective adjustment to their surroundings and their tasks. It is all about the maturing orientation of parents in relations to the various influences that act upon their children.<sup>1</sup>

Parents should have some knowledge of what actually happens in the life of adolescents. From a social look at the child's life, a checklist for parents is considered important. In this checklist the following questions are considered. Have you . . .

- made the "jump" to high school with your teen-ager, understanding the many changes and challenges which he faces?

- made full use of the guidance and counseling office, learned what services it can provide, and encouraged your teen-ager to use it?

- checked on the ratio of counselors to students to be sure that your high school is able to provide adequate counseling services (the recommended maximum ratio is one counselor for each 250 students)?

- encouraged your teen-ager to plan for the future, to realize that from the beginning of high school he is building an academic and social record that will be weighed by colleges and employers?

- participated in the PTA and let it know what your special interests are?

- checked the extra-school facilities available to teen-agers in your community to be sure that they are adequate and that they fulfill the needs of teen-agers and are properly supervised?<sup>2</sup>

There is a great indication that much of the child's learning is outside the school. This learning begins in the home. The parents

<sup>1</sup>Dorothy Canfield Fisher and Sidonie M. Gruenberg, Our Children (New York: The Viking Press, 1932), pp. 24-25.

<sup>2</sup>National School Public Relations Association, A Changing Time, Prepared by the Department of Classroom Teachers (Washington: National Education Association, 1963), pp. 24-25.

need to be able to provide this learning in the proper manner if the child is to adjust properly in later life.

The importance of parent-child communication.--Literature shows that two-way conversations are most important. In this way parents are able to get across to their children what they would like to have them learn, and parents also learn from their children. Family life should be more conducive to conversations so that this type of learning can take place for both the parent and the child. Even family outings should sometimes be devoted to private chats between parent and child.<sup>1</sup>

There seem to be many misconceptions about parent-child communication especially where love, respect, intelligence, and skill are concerned. The tragedy of such communication, as presented in direct questioning and answering lies, not in the lack of love, but in the love of respect; not in the lack of intelligence, but in the lack of skill.<sup>2</sup> This many times could be corrected or prevented if more consideration was given to the child and his feelings and wishes. There is a primary need for "free" expressions between the parent and the child. Many times parents feel that children's free expressions seem to be contrary to family rules or at least the desire to rebel against family rules, therefore they do not encourage these two-way conversations. Rules in the family do play an essential part in making a well balanced home.<sup>3</sup>

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<sup>1</sup> Marion O. Lerrigo and Helen Southard, Parent's Privilege (New York: E. P. Dutton & Co., 1956), pp. re-44.

<sup>2</sup> Hain G. Ginott, Between Parents and Child (New York: The Macmillan Company, 1965), p. 21.

<sup>3</sup> Carroll Davis, Room to Grow (Canada: University of Toronto Press, 1966), p. 184.

Rules are needed in every home, but they should be a means of learning for both the child and the parent. Here communication between parent and child should enter for better understanding. Since adolescents still have an increasing desire for independence and self-direction, there is also an increasing trend toward an attempt for greater democracy in the home.<sup>1</sup> In spite of these indicated increases children not only need democratic homes, they also need proper home guidance in being democratic realistically about significant life aspects. Rules are essential home factors, however, they should be of such a nature that children enjoy following them; and, in doing so, are given a sense of responsibility and independence.<sup>2</sup>

There is a great importance in parents' understanding the child's point of view. This can be done only through parent-child communication. Too many times parents feel that the child has none of our experience behind him, that he has come into the world with no knowledge of right and wrong. He is punished for doing something which, because of his immaturity and inexperience, he could not know to be wrong. This encourages him to lose faith in the justice of parents.<sup>3</sup> As stated earlier, rules should be made and explained so that the child understands why he's being asked to do a particular thing. In the setting of limits, the product depends on the process. A limit should be so stated that it tells the child

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<sup>1</sup>Frieda K. Merry and Ralph Merry, The First Two Decades of Life (New York: Harper and Row, Publishers, 1958), p. 471.

<sup>2</sup>Davis, loc. cit.

<sup>3</sup>Zoe Benjamin, The Young Child and His Parents (London: University of London Press, 1951), p. 6.

clearly what constitutes unacceptable conduct and what substitute will be accepted. For example, when playing don't throw dishes, throw pillows.<sup>1</sup>

Children have a rightful place in society. They are no longer owned by their parents. The parents have a definite function. The child must be cared for and given educational opportunities. They must promote individuality. Davis states that:

The promotion of differences between individuals can be seen in one way as an advantage to society, or in another way as a primary importance to the individual himself. If we start from a belief that each person has the right to direct his own life, then we must also grant him the right to be different from each other person. Only then is he in a position to make his own choices.<sup>2</sup>

Thus, it can be seen that parent-child disagreement is a leading factor in both parent and child maladjustment. Parent counseling is very essential in order to promote understanding between the parent and the child. According to Piers, "an identity, is the end result of adolescence and grows out of many identifications with a considerable number of people."<sup>3</sup> Many people serve as models for identification; this, many times, brings about many conflicts which could be reduced if parents would take time to explain or discuss some of their own acts of behavior with their children rather than attempting to avoid being seen by the child.<sup>4</sup>

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<sup>1</sup>Ginott, op. cit., p. 99.

<sup>2</sup>Davis, op. cit., p. 7.

<sup>3</sup>Maria Piers, "Character Formation in Youth: Adult Roles and Attitudes," Journal of the National Association of Women Deans Counselor, XXIX, No. 1 (Fall, 1965), 38-40.

<sup>4</sup>Ibid.

It is out of one's relations that he comes to be. Everyone has relations of one kind or another - family relations, social relations, community relations, and international relations. One's present and future relations are greatly determined by past relations which he has had.

Ordinarily, parents are the child's first and most influential relations. It is usually, first with the parent that the child establishes paths of getting along with others, paths of communication and affection.<sup>1</sup>

From early childhood the child begins to pile questions on his parents. Why are there families? Why do we breathe? Why do we have only two legs? Why does the sun come up and go down?<sup>2</sup> As parents, the questions are either answered or overlooked. When they are answered it encourages the child to continue this communication. When they are overlooked the child is perhaps discouraged.

When love and "good" family relationship exist in the home, anger can also exist and do no damage to the family relationship.<sup>3</sup>

Every individual must become prepared to face the world and its demands. In doing so, he needs family guidance in answering certain questions for himself. This, through communication, is possible. Sally Smith suggests the following questions which adolescents need parent assistance in order to answer for themselves:

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<sup>1</sup>Sally Smith, Nobody Said It's Easy (New York: The Macmillan Company, 1965), pp. 13-17.

<sup>2</sup>Ibid., p. 23.

<sup>3</sup>Ibid., pp. 218-219.



Who am I? Do I feel pretty good about myself despite occasional ups and downs?

What am I capable of? Have I had enough opportunities to find out?

Do I have any solid warm relationships?

Can I maintain friendship? Is there any friendship involved in my dating?

What words would I use to characterize "growing up?"

Why is parenthood one of the most important, yet most difficult jobs on earth?

How have families changed since Grandmother's day?

What changes have I noticed in family living just in the last few years?

What industrialization, mobility, urbanization, what benefits have we received and what liabilities?

How do we learn techniques to work out conflicts?

Why is it so important to learn early in life to make choices, to come to decisions?

Why is it vital for us to be in touch with our feelings, and have opportunities to release pent-up feelings? What am I likely to do when I am angry?

How can anxiety and confusion help me? What can I learn from failures?

How has my self-confidence been bolstered lately and by whom? Do I praise others when they deserve it?

Why don't Americans emphasize more the great reservoirs of past experience that make it possible to create the new? Why do we emphasize the newness of things and tend to believe that anything that is new is usually good?

Why do Americans ask young people to grow up fast and be sophisticated? Why do we tell our older people to stay young?

Can we educate a mind and ignore a personality? Should we?

If it is only a family that can educate hearts, what happens when there is no family or a family that has fallen apart?

What is your definition of a responsible person? Can school teach responsibility through civics?

Could a person with a sense of his own worth kill another human being? In what situation?

What strong convictions do I have?

What can I personally do to make this a healthier, more peaceful world?

What is progress?<sup>1</sup>

The individual needs to be helped in determining the following:

How. . .

- to distinguish between love and anger.
- to know how to be independent.
- to know how to recognize feelings.
- to know the danger signal of fear.
- to determine legitimate anger.
- to determine the extent of guilt feelings in governing one's life?
- to determine the extent of one's capacity to love and be loved.<sup>2</sup>

When parent-child relations are good, parental criticisms of the child may be better accepted and understood. "Good" relationships would help reduce the feeling of parents being an unreasonable nuisance in the eyes of the child. According to Kawin, some of the most common conflicts which parents and children have are related to appearance, habits, dress, manners, dating, money spending habits, eating habits, grooming, friendships, comparisons of sisters or brothers with others. These conflicts are brought about through criticism, strictness and teasing.<sup>3</sup>

Parent's techniques in communicating with adolescents.--A Harvard psychiatrist who has talked with thousands of students say it's natural -

<sup>1</sup> Ibid., pp. 218-219.

<sup>2</sup> Ibid., p. cover.

<sup>3</sup> Ethel Kawin, Later Childhood and Adolescence, Volume III (New York: The Macmillan Company, 1963), p. 198.

even desirable - for adolescents to get stirred up. Many parents worry, are puzzled and become frustrated by the act of their adolescent children trying to provide them with opportunities and privileges which they, themselves, never had. Many times, however, the parents do not succeed because they are not aware of what their own children need from them. They, many times, are uncertain whether to be firm in their discipline or because they fear losing the affection and respect of their children, if, as parents, they should insist on high standards of conduct by setting definite limits of behavior.<sup>1</sup>

Farnsworth says also that "protest" is a word very much in vogue these days, but, in fact, adolescents have always tried to differentiate themselves from adults, particularly by means of language, dress, and music. The first few generations have been involved in making their opposition to adults public and in declaring their disagreements - but now their protest is being discussed openly, more than ever.<sup>2</sup>

Parent values are learned.<sup>3</sup> When parents have a method of solving their problems that seems to work constructively, children are more likely to respect them and adhere to their principles. This does not mean copying everything they do with slavish devotion, because individual styles, temperaments, tastes, and opinions preclude that. But the chances are good that children of such a home will assimilate its fundamental approaches to life. Many times when adolescents show disapproval to their

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<sup>1</sup>Dana L. Farnsworth, "Why Youth Rebels," Family Circle, LXXX, No. 5 (May, 1967), 46.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

parents by their behavior, they are inviting rejection. When it comes, they interpret their actions as justifying their opinions. When this type of behavior occurs the parents should be able to handle the behavior of the child in a professional way, as a parent. Farnsworth says, "When your son's behavior disturbs you, your best weapons are a warm heart, a sympathetic ear, and continual affection."<sup>1</sup>

Parents discourage children when they just hear them talk and don't really listen. A parent shows a poor counseling technique when children try to talk to them about something and parents begin to contradict them in what they firmly believe. This, many times, turns into an argument or misunderstanding."<sup>2</sup>

Summary of related literature.--An eighteen year old describes the parent-adolescent relationship in this manner:

"An adolescent's worst enemy is his parent the only reason nothing very terrible happens during this civil war is that he grows up just in time."<sup>3</sup>

Literature reveals that adolescents have always been rebellious toward their elders, and it is presumed they always will be. More than 6,000 years ago an Egyptian priest carved on a stone: "Our earth is degenerate - children no longer obey their parents."<sup>4</sup> Not all adolescents are rebellious in destructive ways. Those who have had the advantage of a

<sup>1</sup>Ibid., p. 105.

<sup>2</sup>Ibid., p. 108.

<sup>3</sup>Edward J. Hormick, "Adolescence VS. Middlescences," Family Circle, LXXI, No. 2 (August, 1967), 56.

<sup>4</sup>Ibid., p. 108.

stable family, warm and loving relationships, firm discipline, and encouragement to make the most of themselves can usually manage to attain independence from their parents without destroying their careers or capacity for further deeply satisfying relationship with their parents.<sup>1</sup>

One cause of much of the mutual suspicion between the parents and adolescents is lack of communication. When parents limit the time they spend with their youngsters, interest weakens, and reasons for conversation decline. Soon the adolescent, in his manner of dealing with the situation, withdraws into silence.<sup>2</sup>

The importance of parent education.--Some writers have clearly pointed out that early parent-child communication is most important, and, if a good parent-child relationship is to be expected, it should exist through childhood. Therefore, the parents should be able to understand their child's behavior.

Some primary objectives of parent education are to help parents understand findings reported to them by specialists, to help bring about better parent attitudes toward children and their behavior and to help parents become more interested in various phases of the child's activities. Parents should also be made aware of some things which happen in the lives of adolescents, and keep a close check on the child as he develops from one life stage to another. Therefore, if the child is to be expected to adjust properly in later life, the parents need to be able to provide the child with the necessary home learning.

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

The importance of parent-child communication.--One basic tragedy of parent-child communication, especially in direct questioning and answering lies, not in the lack of love, but in the lack of respect; not in the lack of intelligence, but in the lack of skill. Writers believe that these misconceptions could be prevented if more consideration was given to the child's feelings and desires. It is easier for good family relations to exist when there is love. Where family relations are good, anger can also exist and do no damage to the family relationship. One of the child's greatest needs is family guidance. This is only possible through good family communication.

Parents' techniques in communicating with adolescents.--When parents have a method of solving adolescents' problems that seem to work, adolescents are more likely to respect them and adhere to their principles. When a child's behavior disturbs the parent, the best weapons are a warm heart, a sympathetic ear, and a continual affection. Parents show a poor counseling technique when they begin contradicting their children before they really begin to listen. This technique is also, many times, detrimental to parent-child communication and understanding.

Therefore, if parent-child relationships are to be good ones, there is a definite need for parent education in order to better understand the child and his behavior, there needs to be a good parent-child communication, and good techniques which will work constructively must be utilized by the parents.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

Introductory statement.--This chapter presents the analysis and summary of the data. In order to give some organization to the responses and reactions of the subjects, the data were treated thusly:

- (1) The data derived from the opinionnaires returned
- (2) The data derived from the group interviews

Distribution and return of opinionnaires.--The data from the opinionnaires were utilized in an attempt to reveal the extent to which there is a need for parent-child communication related to particular subjects. The data on the percentage of returned opinionnaires, by the adolescents in northwest Atlanta and adults, in the same geographical area, as described in Chapter One are presented in Table 1, page 20. All one hundred and forty-one opinionnaires distributed, were returned.

Summary of interviews.--The data on the responses of the taped group interviews were derived from thirty-two subjects, selected at random, from the total group of subjects who responded to the opinionnaires. The interviews were conducted in groups of sixteen each. One group consisted of sixteen females, and the other one consisted of sixteen males. During these interviews, specific non-structured topics and questions were discussed. The responses from these sessions are shown in this chapter.

The extent to which opinionnaires were distributed and returned.--

The data in Table 1 reveal the manner in which opinionnaires were distributed and returned.

TABLE 1

DISTRIBUTION OF OPINIONNAIRES FROM ADOLESCENT AND ADULT SUBJECTS

Subjects	Number of Opinionnaires		
	Distributed	Returned	Per Cent
Male Adolescents	57	57	100.00
Female Adolescents	63	63	100.00
Adults	21	21	100.00
Total	141	141	100.00

The data in Table 1 show all distributed opinionnaires were returned to sender. It may be significant to note the fact that each group of respondents cooperated equally as well.

Table 2 contains responses regarding respondents' perceptions of need for parent-child communication.

The extent to which there is a need for parent-child communication related to particular subjects.--The data in Table 2 show that very few subjects never needed any communication, 81 per cent of the adolescent subjects' responses varied from both extremes, but both, showed needs for communication with parents. Of all subjects responding, 69 per cent varied from both extremes. Adults agreed with them in this point.

Table 3 contains responses regarding the extent to which parents and adolescents experience difficulty in discussing particular topics.



TABLE 2  
DISTRIBUTION OF RESPONSES TO THE NEED FOR PARENT-CHILD COMMUNICATION

Types of Responses	Adolescents						Adults		Total	
	Female		Male		Total		Number	Per Cent	Number	Per Cent
	Number	Per Cent	Number	Per Cent	Number	Per Cent				
Never	2	3.00	3	5.20	5	4.00			5	4.00
Seldom	28	44.00	23	40.40	51	43.00			51	36.00
Most of the Time	23	37.00	23	40.40	46	38.00			46	33.00
Always	10	16.00	8	14.00	18	15.00	21	100.00	39	27.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 3

## DISTRIBUTION OF RESPONSES RELATED TO DIFFICULTY IN PARENT-CHILD COMMUNICATION RELATED TO DATING

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	28	44.40	22	39.00	50	42.00	15	71.00	65	46.00
Seldom	14	22.20	15	26.00	29	24.00	3	14.00	32	23.00
Most of the Time	9	14.20	14	25.00	23	19.00	2	10.00	25	17.00
Always	12	19.20	6	10.00	18	15.00	1	5.00	19	14.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

The data in Table 3 show that 42 per cent of the adolescent subjects never find difficulty discussing dating with parents, 43 per cent of the responses varied from the two extremes. There were 46 per cent who never found difficulty, of the total population, and 40 per cent of the responses of the total population varied from both extremes.

Table 4 reveals responses regarding difficulty experienced in parent-child communication related to family regulations.

Table 4 shows that 65 per cent of the adolescents' responses made to difficulty discussing family regulation, varied from the extremes and the other 35 per cent of the responses were equally distributed between the two extremes. The total responses show that 64 per cent varied from both extremes and only 17 per cent never found difficulty discussing family regulations.

The data in Table 5 show respondents' perceptions of difficulties experienced in parent-child communication related to educational process.

The data in Table 5 indicate that few adolescent subjects never have difficulty discussing educational progress, 56 per cent varied from both extremes and 28 per cent always have difficulty. Of the total population, 56 per cent varied from both extremes. None of the adults indicated they always had such difficulties.

The data concerning church attendance are found in Table 6.

Table 6 shows data that indicate 58 per cent of the adolescents varied from both extremes in their responses to difficulty discussing church attendance, 22 per cent never have difficulty. Fifty-six per cent of all subjects responding showed a response which varied from the extremes.

TABLE 4

DISTRIBUTION OF RESPONSES RELATED TO DIFFICULTY IN PARENT-CHILD COMMUNICATION RELATED TO  
FAMILY REGULATIONS

Types of Responses	Adolescents						Adults		Total	
	Female		Male		Total		Number	Per Cent	Number	Per Cent
	Number	Per Cent	Number	Per Cent	Number	Per Cent				
Never	10	16.00	11	19.00	21	17.50	3	14.00	24	17.00
Seldom	17	27.00	13	23.00	30	25.00	2	10.00	32	23.00
Most of the Time	25	39.00	23	40.00	48	40.00	10	48.00	58	41.00
Always	11	18.00	10	18.00	21	17.50	6	28.00	27	19.00
Total	63	100.00	58	100.00	120	100.00	21	100.00	141	100.00

TABLE 5

## DISTRIBUTION OF RESPONSES TO DIFFICULTY IN PARENT-CHILD COMMUNICATION RELATED TO EDUCATIONAL PROGRESS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	12	19.00	9	16.00	21	18.00	17	81.00	38	27.00
Seldom	18	29.00	16	28.00	34	28.00	1	5.00	35	25.00
Most of the Time	17	27.00	17	30.00	34	28.00	3	14.00	37	26.00
Always	16	25.00	15	26.00	31	26.00			31	22.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 6

## DISTRIBUTION OF RESPONSES TO DIFFICULTY IN PARENT-CHILD COMMUNICATION RELATED TO CHURCH ATTENDANCE

Types of Responses	Adolescents						Adults		Total	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	15	24.00	11	19.50	26	22.00	2	10.00	28	20.00
Seldom	23	37.00	16	28.00	39	32.00	6	28.00	45	32.00
Most of the Time	12	19.00	19	33.00	31	26.00	3	14.00	34	24.00
Always	13	20.00	11	19.50	24	20.00	10	48.00	34	24.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

Table 7 contains data pertaining to difficulty experienced in parent-child communication about the opposite sex.

Table 7 shows that only 47 per cent of the adolescent subjects' responses varied from the extremes, 30 per cent never have difficulty and 23 per cent always have difficulty discussing the opposite sex. Of the total subjects responding, 50.59 per cent varied from the two extremes. There were 49.41 per cent who responded either never or always.

Table 8 contains responses regarding communication difficulty encountered by parents and children in discussing social activities.

Table 8 shows that 65 per cent of the adolescents varied from the two extremes in their responses. Few adolescents never found difficulty discussing social activities. Of the total population, 65 per cent varied from the two extremes in their responses.

Table 9 contains responses related to difficulties experienced by parents and children in discussing future careers.

Table 9 shows that 56 per cent of the adolescents varied from both extremes in their responses to finding difficulty discussing a future career. Only 20 per cent never found difficulty. Of the total responses, 56.60 per cent varied from both extremes. The data in Table 9 reveal the fact that the majority of adolescents experienced some difficulties when they discuss future careers with their parents. Although approximately one-fifth of them indicated a complete lack of such difficulties, the prevalence of these difficulties is far too great. There seems to be a lack of consensus of opinions operating here. These discrepancies of opinions do not indicate an unwholesome or undesirable trend, rather the contrary. This may mean that parents are not very successful in their

TABLE 7

## DISTRIBUTION OF RESPONSES TO DIFFICULTY IN PARENT-CHILD COMMUNICATION RELATED TO THE OPPOSITE SEX

Types of Responses	Adolescents						Adults		Total	
	Female		Male		Total		Number	Per Cent	Number	Per Cent
	Number	Per Cent	Number	Per Cent	Number	Per Cent				
Never	15	24.00	21	37.00	36	30.00	3	14.00	39	27.36
Seldom	19	30.00	14	24.00	33	28.00	5	24.00	38	26.91
Most of the Time	11	17.00	12	21.00	23	19.00	10	48.00	33	23.68
Always	18	29.00	10	18.00	28	23.00	3	14.00	31	22.05
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00



TABLE 8

## DISTRIBUTION OF RESPONSES TO DIFFICULTY IN PARENT-CHILD COMMUNICATION RELATED TO SOCIAL ACTIVITIES

Types of Responses	Adolescents						Adults		Total	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	9	14.20	9	16.00	18	15.00	2	9.50	20	14.00
Seldom	21	33.30	16	28.00	37	31.00	4	19.00	41	29.00
Most of the Time	17	27.00	24	42.00	41	34.00	10	47.50	51	36.00
Always	16	25.30	8	14.00	24	20.00	5	24.00	29	21.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 9

## DISTRIBUTION OF RESPONSES TO DIFFICULTY IN PARENT-CHILD COMMUNICATION RELATED TO A FUTURE CAREER

Types of Responses	Adolescents						Adults		Total	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	15	24.00	9	16.00	24	20.00	4	19.00	28	20.00
Seldom	18	29.00	11	19.00	29	24.00	4	19.00	33	23.60
Most of the Time	14	22.00	24	42.00	38	32.00	9	43.00	47	33.00
Always	16	25.00	13	23.00	29	24.00	4	19.00	33	23.60
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

efforts to indoctrinate vocationally their children. This may be a function of the great variety of employment opportunities available to young people now, as contrasted with those available to their parents earlier.

Summary of responses.--The data in Tables 3 through 9 shows that over 75 per cent of the subjects responding had difficulty discussing particular subjects in parent-child communication. This is a very high percentage. More care and concern should be used in such efforts to communicate adequately.

Table 10 contains respondents' reaction to the extent to which parents consider adolescents' attitudes.

Table 10 contains data which show the fact that the adolescents overwhelmingly think parents respect their wishes. It is interesting to note the fact that the parents' responses agree very closely with those of their children.

Table 11 contains the adolescents' responses regarding their perceptions of their parents' abilities to answer respondents' questions.

The data in Table 11 show the adolescents have faith in their parents' abilities to answer questions. It is gratifying to note the very small proportion of this sample of adolescents who lacked faith in their parents regarding this matter. This faith in parents existed to approximately the same degree among boys and girls.

It is interesting to note responses of adults on this same question. The evidence points in the opposite direction from that of the adolescents. The evidence indicates that parents are quite doubtful of their abilities

TABLE 10

## DISTRIBUTION OF RESPONSES TO PARENT CONSIDERATION TO ADOLESCENTS' WISHES

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	4	6.00	5	9.00	9	8.00			9	6.00
Seldom	23	37.00	16	28.00	39	32.00	4	19.00	43	30.00
Most of the Time	30	48.00	30	53.00	60	50.00	10	48.00	70	50.00
Always	6	9.00	6	10.00	12	10.00	7	33.00	19	14.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 11

## DISTRIBUTION OF RESPONSES TO PARENTAL ABILITY TO ANSWERING ADOLESCENTS' QUESTIONS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	3	5.00	4	7.00	7	5.00	15	71.40	22	16.00
Seldom	17	11.00	10	18.00	17	14.00	3	14.30	20	14.00
Most of the Time	39	62.00	31	54.00	70	58.00			70	50.00
Always	14	22.00	12	21.00	26	23.00	3	14.30	29	20.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

to answer adolescents' questions. This discrepancy could be in the parents' inability to infer from adolescents' behavior evidence of their effectiveness in the question answering process.

Table 12 contains respondents' reactions to whether adolescents and parents were comfortable in their discussion sessions.

The information in Table 12 indicates that the majority of the adolescents felt comfortable in their discussions with their parents to varying degrees. The atmosphere was not as conducive to parent-child discussions as one may desire. This is revealed in the fact that 51 per cent of the adolescents felt comfortably seldom or never. Girls experienced less comfort during these discussions than did boys.

These data show that more adolescents and parents experience more comfort during their discussions than those who did not. The question arises what causes the uncomfortable feelings that existed between parents and their children during their discussion periods? No specific answer is available from these data.

Table 13 contains data pertinent to parents' tendencies to refuse to listen to their children's problems.

The responses in Table 13 show that the adolescents felt their parents seldom, if ever, really listened to their problems. Female adolescents experienced this refusal more than the males. This factor could account for the poor communication that has been referred to earlier between parents and children.

It is interesting to observe a similar trend in the adults' responses. Evidently parents and children lack the capacity for listening. This awareness may be conducive to improving this communication barrier. Insight could result which could lead to significant improvements in

TABLE 12

DISTRIBUTION OF RESPONSES TO COMFORT IN PARENT-CHILD DISCUSSIONS RELATED TO QUESTIONS IN  
TABLE 4

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	14	22.00	9	16.00	23	19.00			23	16.00
Seldom	22	35.00	17	30.00	39	32.00	7	33.00	46	33.00
Most of the Time	20	32.00	25	44.00	45	38.00	6	29.00	51	36.00
Always	7	11.00	6	10.00	13	11.00	8	38.00	21	15.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 13

## DISTRIBUTION OF RESPONSES TO PARENTS' REFUSAL TO LISTEN TO THEIR CHILDREN'S PROBLEMS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	38	60.00	23	40.00	61	51.00	2	10.00	63	45.00
Seldom	15	24.00	21	37.00	36	30.00	14	66.00	50	35.00
Most of the Time	7	11.00	8	14.00	15	12.00	5	24.00	20	14.00
Always	3	5.00	5	9.00	8	7.00			8	6.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00



parent-child communication.

The responses regarding adolescents' tendencies to go outside of their homes to talk about their problems are presented in Table 14.

The data in Table 14 reveal most adolescents did not go outside their homes to talk to other persons about their problems. Male adolescents did so more than four times as often than girls. The responses of the adults confirmed this trend.

Table 15 contains data pertinent to the closeness of parent-child relationships.

The responses in Table 15 show that the adolescents perceived a general closeness with their parents. The female adolescents' feelings were stronger than those of the males. This may be a result of the fact that girls usually spend more time in the home during adolescence than boys.

The parental responses confirmed this trend. This may indicate the realness of this closeness between parents and children.

Responses regarding discussions relating to physical life changes are presented in Table 16.

The data in Table 16 indicate that parents discuss physical changes more often with female adolescents than with males. This may be an indication of the nature and importance of the parents' perceptions of the female's role in developing and maintaining the primary family unit.

The responses of the adults do not reveal a well-developed trend like that revealed by the adolescents. This could be indicative of parents' uncertainty regarding their roles in discussing these physical changes with their children. The parental responses are disturbing because they indicate that these parents are not providing adequate informa-

TABLE 14

## DISTRIBUTION OF RESPONSES TO ADOLESCENTS' TENDENCY TO TALK OUTSIDE THE HOME RATHER THAN AT HOME

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	32	50.00	17	30.00	49	41.00	11	52.00	60	42.00
Seldom	20	32.00	17	30.00	37	31.00	9	43.00	46	32.00
Most of the Time	5	8.00	19	33.00	24	20.00	1	5.00	25	17.00
Always	6	10.00	4	7.00	10	8.00			10	9.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 15  
DISTRIBUTION OF RESPONSES TO CLOSENESS IN PARENT-CHILD RELATIONSHIPS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	5	8.00	15	26.00	20	16.00			20	14.00
Seldom	5	8.00	8	14.00	13	11.00			13	9.00
Most of the Time	20	32.00	20	35.00	40	33.00	12	57.00	52	37.00
Always	33	52.00	14	25.00	57	40.00	9	43.00	56	40.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 16

## DISTRIBUTION OF RESPONSES TO DISCUSSIONS RELATED TO PHYSICAL LIFE CHANGE

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	6	9.50	25	44.00	31	26.00	2	10.00	33	24.00
Seldom	11	17.50	16	28.00	27	22.00	8	38.00	35	25.00
Most of the Time	22	35.00	10	18.00	32	27.00	11	52.00	43	30.00
Always	24	38.00	6	10.00	30	25.00			30	21.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

tion for their children.

Table 17 contains responses regarding the approval of adolescents' guests.

The data in Table 17 show the fact that parents generally disapprove female adolescents' guests more often than those of male adolescents. This may be more indicative of parents' concern for protecting female adolescents than mere disapproval of their guests, per se.

Table 18 contains responses pertinent to respondents' reactions to fear in parent-child discussions.

The data in Table 18 show adolescent females encountered less fear in parent-child discussions than do male adolescents. It may be significant to note the fact that male adolescents reveal a pattern of fear that is different from that revealed by adolescent females and adults. Could this pattern be indicative of parents' efforts to impose discipline on their sons who are more aggressive than girls generally? This may be the case.

Table 19 contains responses pertinent to parental strictness.

The responses in Table 19 show parents to be more strict on female adolescents than they are on male adolescents. This finding is consistent with others referred to earlier in this section.

The adult responses reveal the same pattern. This pattern seems to have been well developed and accepted generally.

The responses in Table 20 reveal respondents' reactions to shyness in parent-child communication.

The data in Table 20 show the adolescent females encountered less shyness in parent-child communication than did male adolescents. Here, again, the adult responses tend to confirm this pattern. The question

TABLE 17

## DISTRIBUTION OF RESPONSES RELATED TO PARENT APPROVAL TO ADOLESCENTS' GUESTS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	4	6.00	28	49.00	32	27.00			32	23.00
Seldom	13	21.00	10	18.00	23	19.00	6	29.00	29	21.00
Most of the Time	35	56.00	12	21.00	47	39.00	7	33.00	54	38.00
Always	11	17.00	7	12.00	18	15.00	8	38.00	26	18.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 18

## DISTRIBUTION OF RESPONSES TO FEAR IN PARENT-CHILD DISCUSSIONS

Types of Responses	Adolescents						Adults			Totals	
	Female		Male		Total						
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Never	23	37.00	11	19.00	34	28.00	10	47.00	44	31.20	
Seldom	20	32.00	12	21.00	32	27.00	8	38.00	40	28.40	
Most of the Time	14	22.00	25	44.00	39	32.00	2	10.00	41	29.10	
Always	6	9.00	9	16.00	15	13.00	1	5.00	16	11.30	
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00	

TABLE 19

## DISTRIBUTION OF RESPONSES RELATED TO PARENTAL STRICTNESS

Types of Responses	Adolescents						Adults		Totals	
	Females		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	18	29.00	11	18.00	28	23.00	13	61.00	41	29.00
Seldom	17	27.00	1	2.00	18	15.00	6	29.00	24	17.00
Most of the Time	14	22.00	17	30.00	31	26.00	2	10.00	33	24.00
Always	14	22.00	29	50.00	43	36.00			43	30.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00



TABLE 20

## DISTRIBUTION OF RESPONSES RELATED TO SHYNESS IN PARENT-CHILD COMMUNICATION

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	18	29.00	5	9.00	23	19.00	6	28.00	29	21.00
Seldom	15	24.00	20	35.00	35	29.00	10	48.00	45	32.00
Most of the Time	19	30.00	30	52.00	49	41.00	3	14.00	52	37.00
Always	11	17.00	2	4.00	13	11.00	2	10.00	15	10.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

arises here relative to whether the male adolescents are less capable of playing roles expected of them. Could the fact that females mature more rapidly than boys of comparable chronological ages account for this finding? One has to speculate here. This may be the case.

Table 21 contains responses relative to shyness in adolescents' talks with others.

The responses in Table 21 show girls were less shy in their talks with other persons than boys were. It is interesting to note the fact that approximately 87 per cent of the boys indicated shyness in these talks.

Table 22 contains responses pertinent to talking freely in parent-child communication.

The responses in Table 22 show that the boys talked more freely than the girls did. However, all of them indicated very high incidents of restricted talking in parent-child communication.

The adult responses indicated freedom of speech in these relations most of the time. These are some serious discrepancies between the patterns provided by these responses. Could it be that the respondents' views of freedom to talk in parent-child communication differ significantly? This could account for these discrepancies.

Table 23 contains responses relative to respondents' talking more freely with persons other than their parents.

The responses in Table 23 show that the girls talked less freely to persons other than their parents than the boys did. This finding may indicate that girls are more careful about whom they talk with than boys are. This may not mean girls are less social than boys who have more freedom to interact with other persons.

TABLE 21  
DISTRIBUTION OF RESPONSES RELATED TO SHYNESS IN ADOLESCENTS' TALKS  
WITH OTHERS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	24	38.00	2	4.00	26	22.00			26	22.00
Seldom	19	30.00	5	9.00	24	20.00			24	20.00
Most of the Time	12	19.00	30	52.00	42	35.00			42	35.00
Always	8	13.00	20	35.00	28	23.00			28	23.00
Total	63	100.00	57	100.00	120	100.00			120	100.00

TABLE 22

## DISTRIBUTION OF RESPONSES TO TALKING FREELY IN PARENT-CHILD COMMUNICATION

Types of Responses	Adolescents						Adults		Totals	
	Females		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	28	44.00	20	35.00	48	40.00	3	14.00	51	36.00
Seldom	15	24.00	10	18.00	25	21.00	7	33.00	32	23.00
Most of the Time	14	22.00	20	35.00	34	28.00	10	48.00	44	31.00
Always	6	10.00	7	12.00	13	11.00	1	5.00	14	10.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 23  
DISTRIBUTION OF RESPONSES TO TALKING MORE FREELY WITH OTHERS THAN WITH PARENTS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	22	35.00	11	19.00	33	28.00			33	28.00
Seldom	16	25.00	9	16.00	25	21.00			25	21.00
Most of the Time	11	18.00	24	42.00	35	29.00			35	29.00
Always	14	22.00	13	23.00	27	22.00			27	22.00
Total	63	100.00	57	100.00	120	100.00			120	100.00

Table 24 contains responses relative to parents seeing adolescents' points of view in discussions.

The data in Table 24 show that boys thought parents saw their points of view less often than the girls did. However, the percentages in both cases were high. Approximately half of the girls thought their parents saw their points of view during their discussions.

The responses of parents tended to confirm girls' pattern. Could this be a function of the fact that girls mature faster than boys; and, consequently, are able to think more maturely, logically, and rationally than boys? This could very well be the case.

Table 25 contains responses pertinent to parental dictation in parent-child communication.

The data in Table 25 showed that more parental dictation was experienced by girls than was the case with boys. Although the more rapid rate of maturing favors girls, it may very well be that parents may exercise more strict control over their daughters than they do over their sons.

The adult responses seemed to confirm the pattern provided by the boys. This may reveal a fairly well developed pattern of orienting and controlling adolescent boys and girls behavior.

Table 26 contains responses pertinent to overly demanding parents.

The responses in Table 26 showed that girls experienced fewer demands from their parents than did the boys. Approximately 75 per cent of the boys indicated their parents were demanding.

The adults' responses confirmed the pattern revealed by the girls. The previously made statements pertinent to the more rapid rate of maturity of girls may be applicable here also.

TABLE 24

## DISTRIBUTION OF RESPONSES TO PARENTS SEEING ADOLESCENTS' VIEW POINTS IN DISCUSSIONS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	9	14.20	24	42.00	33	27.50	4	19.00	37	26.24
Seldom	16	25.30	18	32.00	34	28.30	3	14.00	37	26.24
Most of the Time	31	49.30	10	18.00	11	34.20	10	48.00	51	36.17
Always	7	11.20	5	18.00	12	10.00	4	19.00	16	11.35
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 25

## DISTRIBUTION OF RESPONSES TO PARENTAL DICTATION IN PARENT-CHILD COMMUNICATION

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	6	19.00	19	33.00	25	21.00	4	19.00	29	21.00
Seldom	19	30.00	21	37.00	40	33.00	8	38.00	48	34.00
Most of the Time	26	41.00	13	23.00	39	32.00	6	29.00	45	32.00
Always	12	19.00	4	7.00	16	14.00	3	14.00	19	13.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00



TABLE 26

## DISTRIBUTION OF RESPONSES TO OVERLY DEMANDING PARENTS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	21	33.00	1	2.00	22	18.00	5	24.00	27	19.00
Seldom	20	32.00	11	19.00	31	26.00	13	61.00	44	31.00
Most of the Time	14	22.00	40	70.00	54	45.00	1	5.00	55	39.00
Always	8	13.00	5	9.00	13	11.00	2	10.00	15	11.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

Table 27 contains data relative to parent-child expectations and desires.

The data in Table 27 showed that boys experienced parental expectations more frequently than girls did. Almost all of the boys experienced these expectations as compared with approximately half of the girls.

The adult responses revealed that most of them thought these expectations were seldomly encountered. Here, again, a discrepancy is encountered which is difficult to explain.

Table 28 contains responses pertinent to adolescents' abilities to talk to parents who would listen to them.

The data in Table 28 showed the majority of female adolescents thought they could talk with their parents. Approximately half of the boys thought they could do so very seldom, if ever.

Table 29 contains responses relative to parent dictation.

The responses in Table 29 show that the majority of adolescents agreed that their parents dictated to them. The majority of adults indicated dictation was seldom or never practiced.

Table 30 contains responses related to adolescents making their own decisions.

The data in Table 30 show that approximately half of the females indicated they made their own decisions. The majority of males indicated they seldom or never made their own decisions. Here, again, one wonders what accounts for the greater restrictions placed on males.

It is interesting to note the fact that the whole adult sample indicated that adolescents seldom made their own decisions. This is somewhat consistent with the males' responses.

TABLE 27

DISTRIBUTION OF RESPONSES RELATED TO PARENT-CHILD EXPECTATIONS AND DESIRES RESPECTIVELY

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	9	14.00	2	4.00	11	9.00	4	19.00	15	11.00
Seldom	19	30.00	1	2.00	20	16.00	10	48.00	30	21.00
Most of the Time	18	29.00	38	66.00	56	47.00	4	19.00	60	42.00
Always	17	27.00	16	28.00	33	28.00	3	14.00	36	26.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 28

DISTRIBUTION OF RESPONSES TO ADOLESCENTS' ABILITY TO TALK TO PARENTS IF PARENTS  
WOULD LISTEN

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	7	11.00	2	4.00	9	8.00			9	8.00
Seldom	8	13.00	28	49.00	36	30.00			36	30.00
Most of the Time	18	29.00	20	35.00	38	32.00			38	32.00
Always	30	47.00	7	12.00	37	30.00			37	30.00
Total	63	100.00	57	100.00	120	100.00			120	100.00

TABLE 29

## DISTRIBUTION OF RESPONSES RELATED TO A PREFERENCE OF PARENT DICTATION

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	9	14.20	1	2.00	10	8.33	7	33.00	17	12.00
Seldom	22	35.00	25	44.00	47	39.17	13	62.00	60	43.00
Most of the Time	16	25.40	30	52.00	46	38.33	1	5.00	47	33.00
Always	16	25.40	1	2.00	17	14.17			17	12.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 30  
DISTRIBUTION OF RESPONSES RELATED TO ADOLESCENTS' MAKING THEIR OWN DECISIONS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	12	19.00	23	40.00	35	29.00			35	25.00
Seldom	19	30.00	13	23.00	32	27.00	21	100.00	53	37.00
Most of the Time	21	33.00	17	30.00	38	32.00			38	27.00
Always	11	18.00	4	7.00	15	12.00			15	11.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

Table 31 contains responses relative to parents aiding adolescents face reality.

The data in Table 31 show a fairly consistent pattern regarding this issue. The majority of adolescents and adults agree that adolescents are helped to face reality.

The responses in Table 32 relate to family group discussions.

The data in Table 32 show that girls felt they generally contributed seldom or never to family discussions. The majority of boys and adults agreed that they contributed to family discussions more often than girls did. Here, again, one wonders why girls felt this way.

Table 33 contains responses related to age group discussions.

The responses in Table 33 show the majority of adolescents agreed they engaged in age group discussions. However, the majority of adults disagreed on this issue. Could this difference be attributed to differences in ways of perceiving the nature of adolescent groups and how they behave?

Table 34 contains responses related to parent-child understanding.

The data in Table 34 show that the majority of girls felt they were understood by their parents. However, the majority of boys and adults disagreed with the girls on this point. Could this discrepancy be attributed to the fact that girls generally are also aggressive and more mature in their behavior than boys are?

Table 35 contains responses relative to parental values of adolescents' ideas and wishes.

The data in Table 35 show the majority of boys felt their ideas and wishes were seldom or never valued by their parents. However, the majority of girls and adults disagreed with the boys on this point.

TABLE 31

DISTRIBUTION OF RESPONSES RELATED TO PARENTAL AID IN HELPING ADOLESCENTS FACE  
REALITY

Types of Responses	Adolescents						Adults		Total	
	Female		Male		Total		Number	Per Cent	Number	Per Cent
	Number	Per Cent	Number	Per Cent	Number	Per Cent				
Never	6	9.00	11	19.00	17	14.00			17	12.00
Seldom	12	19.00	4	7.00	16	13.00	1	5.00	17	12.00
Most of the Time	27	43.00	32	56.00	59	49.00	8	38.00	67	48.00
Always	18	29.00	10	18.00	28	24.00	12	57.00	40	28.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00



TABLE 32

## DISTRIBUTION OF RESPONSES RELATED TO FAMILY GROUP DISCUSSIONS

Types of Responses	Adolescents						Adults			Totals	
	Female		Male		Total						
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Never	13	21.00	10	18.00	23	19.00			23	16.31	
Seldom	24	38.00	17	30.00	41	34.00	6	29.00	47	33.30	
Most of the Time	18	29.00	19	33.00	37	31.00	9	42.00	46	32.62	
Always	8	12.00	11	19.00	19	16.00	6	29.00	25	17.77	
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00	

TABLE 33

## DISTRIBUTION OF RESPONSES RELATED TO AGE GROUP DISCUSSIONS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	20	32.00	21	37.00	41	34.00	5	24.00	46	33.00
Seldom	17	27.00	18	32.00	35	29.00	3	14.00	38	27.00
Most of the Time	15	24.00	12	21.00	27	23.00	10	48.00	37	26.00
Always	11	17.00	6	10.00	17	14.00	3	14.00	20	14.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 34

## DISTRIBUTION OF RESPONSES RELATED TO PARENT-CHILD UNDERSTANDING

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	8	13.00	36	63.00	44	37.00			44	31.00
Seldom	7	11.00	14	24.00	21	17.00	6	28.50	27	19.00
Most of the Time	37	59.00	5	9.00	42	35.00	9	43.00	51	36.00
Always	11	17.00	2	4.00	13	11.00	6	28.50	19	14.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 35

## DISTRIBUTION OF RESPONSES RELATED TO PARENTAL VALUE OF ADOLESCENTS' IDEAS AND WISHES

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	5	8.00	23	40.00	28	23.00	1	5.00	29	20.00
Seldom	14	22.00	17	30.00	31	26.00	1	5.00	32	23.00
Most of the Time	36	57.00	12	21.00	48	40.00	11	52.00	59	42.00
Always	8	13.00	5	9.00	13	11.00	8	38.00	21	15.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

This discrepancy may be due, in part, to the fact that boys are generally more aggressive and impulsive and they lack adequate stability to form stable or dependable value systems.

Table 36 contains responses relative to ratings of parent-child communication.

The data in Table 36 show that the majority of girls differed with the majority of boys and adults on their ratings of parent-child communication. This is complimentary to an earlier finding where girls felt their parents understood them and boys did not.

Table 37 contains responses relative to parental concerns about adolescents' welfare.

The data in Table 37 show a pattern among the majority of all respondents on this issue. The general agreement is that parents are concerned about their children's welfare.

Table 38 contains responses relative to ratings of parent-child communication techniques.

The data in Table 38 show that the majority of the adolescents agreed on the rating of parent-child communication techniques. However, the majority of adults disagreed. This discrepancy may be attributable differences in points of view and objectives sought in their discussions.

Table 39 contains responses relative to the amount of time spent in parent-child relationship.

The data in Table 39 show the majority of girls and adults agree regarding the amount of time spent in parent-child relationship. However, the boys disagree generally with them regarding this matter. Maybe boys feel the amount of time spent with them is inadequate.

TABLE 36  
DISTRIBUTION OF RESPONSES RELATED TO THE RATING OF PARENT-CHILD  
COMMUNICATION

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	7	11.00	25	43.00	32	27.00	8	38.00	40	28.00
Seldom	12	19.00	18	32.00	30	25.00	7	33.00	37	26.00
Most of the Time	26	41.00	12	21.00	38	32.00	5	24.00	43	31.00
Always	18	29.00	2	4.00	20	16.00	1	5.00	21	15.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 37

## DISTRIBUTION OF RESPONSES RELATED TO PARENTAL CONCERN ABOUT ADOLESCENTS' WELFARE

Types of Responses	Adolescents						Adults			Totals	
	Female		Male		Total						
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Never	5	8.00	1	2.00	6	5.00			6	4.00	
Seldom	7	11.20	2	4.00	9	8.00	2	10.00	11	9.00	
Most of the Time	13	21.00	39	68.00	52	43.00	8	38.00	60	42.00	
Always	38	60.00	15	26.00	53	44.00	11	52.00	64	45.00	
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00	

TABLE 38

DISTRIBUTION OF RESPONSES RELATED TO THE RATING OF PARENT-CHILD COMMUNICATION  
TECHNIQUES

Types of Responses	Adolescents						Adults			Totals	
	Female		Male		Total						
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Never	7	11.00	8	12.00	14	12.00	7	33.00	21	15.00	
Seldom	16	25.00	21	37.00	37	31.00	11	52.00	48	34.00	
Most of the Time	29	46.00	14	25.00	43	36.00	2	10.00	45	32.00	
Always	11	18.00	15	26.00	26	21.00	1	5.00	27	19.00	
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00	



TABLE 39

## DISTRIBUTION OF RESPONSES RELATED TO TIME SPENT IN PARENT-CHILD RELATIONSHIP

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	10	16.00	24	40.00	34	28.00	6	28.00	40	28.00
Seldom	11	18.00	15	26.00	26	22.00	3	14.00	29	20.00
Most of the Time	16	25.00	10	18.00	26	22.00	10	48.00	36	26.00
Always	26	41.00	8	14.00	34	28.00	2	10.00	36	26.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

Table 40 contains responses regarding the two-way conversations in parent-child communication.

The data in Table 40 show a general agreement among the majority of the respondents of all groups regarding the two-way conversation in parent-child communication.

Table 41 contains responses relative to parents honestly speaking their opinions first.

The data in Table 41 show the adolescents agreeing regarding the extent to which their parents spoke their honest opinions initially to them. However, adults disagreed generally on this matter. Maybe the discrepancy here is due to an inability to infer the honesty of one's intentions from his expressed opinions.

Table 42 contains responses relative to parental persuasiveness in parent-child relationships.

The data in Table 42 show the majority of girls thought their parents were seldom or never persuasive in their parent-child relationships. However, the majority of the boys disagreed with the girls on this matter. The adults generally thought parents were seldom or never persuasive. So the girls and adults agree on this issue. This discrepancy can be attributable to the amount of confidence parents and children had in each other. The question arises whether boys had more confidence in their parents than did the girls or the adults? Here, one can only speculate.

Table 43 contains responses related to parents' forcefulness.

The data in Table 43 show that the boys and adults generally agreed that parents were effective in their forcefulness. However, the majority of the girls disagreed. Could it be that boys are more harshly

TABLE 40

## DISTRIBUTION OF RESPONSES RELATED TO TWO-WAY CONVERSATION IN PARENT-CHILD COMMUNICATION

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	10	16.00	6	11.00	16	13.00	3	14.00	19	13.00
Seldom	18	29.00	8	14.00	26	22.00	7	33.00	33	24.00
Most of the Time	27	43.00	32	56.00	59	49.00	10	48.00	69	49.00
Always	8	12.00	11	19.00	19	16.00	1	5.00	20	14.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 41

DISTRIBUTIONS OF RESPONSES RELATED TO PARENTS OPENLY AND FRANKLY SPEAKING THEIR  
OPINIONS FIRST

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	11	18.00	14	25.00	25	21.00	5	24.00	30	21.00
Seldom	15	24.00	14	25.00	29	24.00	10	47.00	39	27.60
Most of the Time	21	33.00	7	12.00	28	23.00	4	19.00	32	23.00
Always	16	25.00	22	38.00	38	32.00	2	10.00	40	28.40
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 42

## DISTRIBUTION OF RESPONSES RELATED TO PARENTAL PERSUASIVENESS IN PARENT-CHILD RELATIONSHIPS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total		Number	Per Cent	Number	Per Cent
	Number	Per Cent	Number	Per Cent	Number	Per Cent				
Never	23	37.00	2	4.00	25	21.00	2	10.00	27	19.00
Seldom	17	27.00	6	10.00	23	19.00	10	47.00	33	23.00
Most of the Time	16	25.00	21	37.00	37	31.00	8	38.00	45	32.00
Always	7	11.00	28	49.00	35	29.00	1	5.00	36	26.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

TABLE 43

## DISTRIBUTION OF RESPONSES RELATED TO PARENTS' FORCEFULNESS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total		Number	Per Cent	Number	Per Cent
	Number	Per Cent	Number	Per Cent	Number	Per Cent				
Never	22	35.00	3	5.00	25	21.00	2	10.00	27	17.00
Seldom	18	29.00	9	16.00	27	22.00	8	38.00	35	25.00
Most of the Time	15	24.00	28	49.00	43	36.00	5	24.00	48	34.00
Always	8	12.00	17	30.00	25	21.00	6	28.00	31	22.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

disciplined than girls, and, because of the forces of their parents' efforts to discipline them well, they view their parents as being forceful? One can only speculate here about this matter.

Table 44 contains responses relative to ratings of parent-child friendship.

The responses in Table 44 show the majority of girls and adults agreed that parents were generally friendly. However, the majority of the boys disagreed on this matter. This may be related to the forcefulness of parents, as perceived by these boys.

Table 45 contains responses relative to adolescents' rebelliousness toward their parents.

The data in Table 45 show the majority of all respondents agreed that adolescents were seldom or never rebellious toward their parents. It is interesting to note the fact that boys did not feel it necessary to rebel against their parents whom they viewed as being forceful. Maybe the skill exercised by parents in the discipline process is the essential factor here.

Summary of personal interviews with adolescents.--In an attempt to substantiate the most common subjects which are difficult for parents and adolescents to discuss, group interviews were conducted with sixteen female subjects and sixteen male subjects. The interviews were non-structured, therefore the subjects had an opportunity to mention and discuss any topic of great concern to them. In these discussions the subjects asked opinions related to numerous questions. Some topics mentioned most frequently were:

1. the opposite sex
2. early dating

TABLE 44  
DISTRIBUTION OF RESPONSES RELATED TO THE RATING OF PARENT-CHILD  
FRIENDSHIP

Types of Responses	Adolescents								Adults		Totals	
	Female		Male		Total							
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Never	4	6.00	19	33.00	23	19.00			23	16.00		
Seldom	7	11.00	20	35.00	27	22.50			27	19.00		
Most of the Time	17	27.00	10	18.00	27	22.50	19	90.00	46	33.00		
Always	35	55.00	8	14.00	43	36.00	2	10.00	45	32.00		
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00		



TABLE 45  
DISTRIBUTION OF RESPONSES RELATED TO ADOLESCENTS' REBELLIOUSNESS  
TOWARD PARENTS

Types of Responses	Adolescents						Adults		Totals	
	Female		Male		Total					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Never	25	40.00	19	33.00	44	37.00	8	38.00	52	37.00
Seldom	22	35.00	17	30.00	39	32.00	7	33.00	46	32.00
Most of the Time	14	22.00	18	32.00	32	27.00	4	19.00	36	26.00
Always	2	3.00	3	5.00	5	4.00	2	10.00	7	5.00
Total	63	100.00	57	100.00	120	100.00	21	100.00	141	100.00

3. social activities
4. fear and shyness in parent-child communication
5. parent strictness
6. the types of communications utilized
7. their feelings related to parent-child communication rating
8. their ability to communicate with parents
9. their ability to communicate with others
10. parent-child understanding.

The subjects were asked individually what topics they found most difficult to discuss with parents. Of the sixteen females responding, fourteen or 87.50 per cent said boys and dating, one or 6.25 per cent said boys and personal problems, and one or 6.25 per cent said everything. When girls were asked about specific personal problems, their responses were related to physical changes during the period of puberty. The responses from the boys related to this same question were similar to those of the girls.

### CHAPTER III

#### SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

##### Recapitulation of Research Design

The need for parent-child understanding is perhaps one of the leading factors contributing to parent-child indifferences today. With the many changes in society which relate to the adolescent child there is a great need for the child to be able to rely on his parents in order to gain confidence in himself and become independent.

Many parents become frustrated by dialogues with children simply because they lead nowhere. Parents, many times, will ask children direct questions expecting explanatory answers. Instead the child will give a direct, or brief "yes", "no" answer and as a result, parents, in their attempt to be reasonable, soon become exhausted and usually feel that the raising of one's voice in emotional furor is the way to get the child's attention and to have him understand what is desired by the parent.

Since troubles are not confined to adults, we must consider the fact that children have troubles also. The ones that show which are really frequently symptoms of a deep seated problem are the ones we worry about most. Children have hidden troubles that do not show to the outside world. These are the ones which are, many times, more perplex-

ing than the ones we see. The parent as a counselor in the home should pay close attention to the individual child's behavior at these times in order to try and determine if there is something of a problematic nature on the child's mind, and give possible assistance to the child in helping him solve his own problems.

There is a role in society for our youth today and still a greater leading role for our youth in society tomorrow. This makes it even more necessary for the child to gain independence and to be able to freely carry on conversations with parents relating to any problems which may exist in his life. Rules set by parents are important, but these rules should be clearly explained so that the child understands them. Well defined rules give the child, when allowed to follow them freely, a sense of reliance and respect. The child with a comfortable reliance on his parents and their rules is usually an obedient child. He also appreciates the freedom that rules give him; he has a positive attitude toward the rules themselves. He demonstrates this in his readiness to carry out the rules presented.

Parents have many various ways in which they attempt to understand and gain confidence of their children. There is a great need for an improvement in parent-child attitudes and a language which will increase understanding and reduce parent frustration and child disgust. Good communication between the parent and child is very important in this respect.

Evolution of the problem.--While teaching in the Atlanta School System the writer has had the experience, in the last few years, to assist many pupils with problems. Many problems asked by pupils seemed to be those which were related to getting parents to understand many desires of the child. Many children indicated both directly and indirect-

ly that talking with parents was a difficult task. Children also revealed that some problems could not be discussed at home.

Considering the great need for parent-child understanding in order to promote proper child adjustment, the writer felt that a survey of the most common problems which seemed most difficult for children to discuss with parents, and possible techniques of parent counseling would provide significant data.

Contribution to educational knowledge.--The increased attention which had been focused on parent-child indifference had made the writer aware that many maladjustments in children were caused by these indifferences. The writer felt that the parent could be helped by the guidance worker to prevent many of the causes of these maladjustments. The writer hoped that this study would make significant contributions in:

1. serving as a guide to counselors in assisting parents to better discuss problems with their children.
2. assisting the counselor in pointing out the possible weaknesses in parent-child communication techniques.
3. aiding the counselor to motivate parents in becoming concerned in the area of communication in the parent child relationship.
4. assisting the counselor in helping parents be better understand child behavior, and the causes of this behavior.

Statement of the problem.--The problem in this study was that of ascertaining problems that parents and children encounter most frequently in their attempts to communicate with each other, and develop a practical means whereby counselors can assist parents and children in coping with these problems.

Purpose of the study.--The major purpose of this study was to identify the most common problems, and their relationship to attitudes which children and parents encounter in their efforts to communicate

with each other. The specific purposes of this study were:

1. To identify common issues encountered in parent-child relationships during adolescent development where there is a prevailing need for adequate parent-child communication.
2. To determine the extent to which decisions are made by the parents and the degree of communication between child and parent for adequate understanding.
3. To identify counseling roles and techniques essential to parent-child relationship.
4. To formulate implications, conclusions and recommendations upon the basis of the analysis and interpretation of pertinent data which was collected in this study.

Limitations of the study.--This study was limited primarily to the most common problems which are most difficult for children to discuss with their parents and some reasons, indicated by children, for this difficulty.

Definition of terms.--The significant terms which were used throughout this study are hereby defined as follows:

1. Counselee.--as used in this study was referred to the subjects which were interviewed by the writer.
2. Communication.--as used in this study referred to the ability of parents and children to talk orally together.
3. Problem.--as used throughout this study referred to matters which children and parents found difficult to discuss together.

Locale of the study.--This study was conducted in the northwest section of Atlanta, Georgia. The boundaries were: West- Fairburn Road, East - Linkwood Road, South - Collier Drive, and North - Gordon Road.

Subjects and materials.--The subjects and materials used in this study were as follows:

1. The subjects involved in this study were one hundred and twenty children between the ages of twelve and fourteen and twenty-one parents and guardians of the children. A total of one hundred and forty-one subjects were used in this study.
2. The materials used in this study were a questionnaire-opinionnaire that was specifically designed by the writer and validated by the writer's advisor and administered to the children and adult subjects in this study. The purposes of the questionnaire-opinionnaire was to determine the nature of the most common problems prevailing with these subjects, and tape recordings which were used in interviews with these subjects.
3. The interviews were used in the study with the children subjects to determine what counseling techniques were most effective with adolescents this age, or if great concern should be placed on the techniques used by parents.

Method of research.--The method of research used in conducting this study was the descriptive-survey.

Research procedure.--The following procedural steps were used in conducting this study:

1. The literature, pertinent and related to this study, was reviewed, summarized and presented.
2. Questionnaire-opinionnaires were distributed to subjects in assembled sessions. These questionnaire-opinionnaires were analyzed and recorded.
3. Interviews were conducted with the adolescent subjects, recorded by tape and evaluated for reference and used in this study.
4. The data obtained through these procedures were assembled into appropriate tables.
5. Findings were summarized and conclusions drawn.
6. Implications and recommendations were made on the basis of the findings that resulted from this study.

Summary of findings.--The basic findings in this research study have been summarized in chapter two under each specific heading or

table. It may be noted here, however, that there was a percentage of subjects responding to each question which showed a need for improvement in parent-child communication. From the interviews with adolescents it was revealed that adolescents have difficulty communicating with parents.

The major findings of this study are summarized and presented below:

1. The majority of adolescents indicated they needed to communicate with their parents. The adults agreed with them.
2. Many of the adolescents encountered difficulty in discussing dating with their parents.
3. The majority of adolescents experienced difficulty in discussing family regulations.
4. The majority of respondents agreed that difficulty was encountered in discussing educational progress.
5. The majority of adolescents encountered no difficulty in communicating with their parents regarding church attendance.
6. The majority of the adolescents encountered no difficulty in discussing the opposite sex with their parents. The parents disagreed with them on this issue.
7. The majority of the adolescents encountered difficulty in discussing social activities with their parents. The adults agreed with them on this issue.
8. The majority of adolescents encountered some difficulty when discussing their future careers with parents.
9. The majority of adolescents and adults thought they respected the adolescents' wishes.
10. The adolescents had faith in their parents' ability to answer their questions. The adults disagreed.
11. The adolescents generally felt comfortable in their parent-child discussions. Adults generally agreed on this matter.
12. The adolescents generally felt that their parents did not really listen to their problems. Adults generally agreed on this point. Girls experienced this condition more often than the boys did.
13. Most adolescents did not go outside their homes to talk to



other persons about their problems. Adults confirmed this perception. More boys did so than girls.

14. Most adolescents perceived a general closeness to their parents. The girls experienced this more often than the boys did. Adult responses agreed on this conclusion.
15. Parents discussed physical changes more often with girls than they did with boys. The adults were confused on this matter.
16. Parents generally disapproved of their daughters' guests more often than they did of their sons' guests.
17. Girls encountered less fear in parent-child discussions. Boys disagreed on this matter. The adults agreed with the girls in this case.
18. Parents were more strict on their daughters than they were on their sons. Adults confirmed this pattern.
19. Boys encountered more shyness than girls did in their parent-child communication experiences. Adult responses confirmed this belief.
20. The girls were less shy with other persons than boys.
21. The boys talked more freely than girls, although they both encountered restrictions in their parent-child communication. The adults generally thought adolescents were free to communicate.
22. The girls talked less freely to persons other than their parents than did the boys.
23. The boys thought parents saw their point of view less often than did the girls. The responses of the parents tended to confirm the girls' point of view.
24. Girls encountered more parental dictation than did boys. The adult responses confirmed the boys' point of view.
25. Girls experienced fewer demands from their parents than did the boys. The adult responses confirmed the girls' point of view.
26. Boys experienced parental expectations more frequently than the girls did. The adult responses disagreed with this point of view.
27. The majority of the girls thought they could talk freely with their parents but the boys didn't.

28. The majority of the adolescents agreed that their parents dictated to them. The adults generally disagreed with this point of view.
29. More girls made their own decisions than boys. The adults thought adolescents seldom made their own decisions.
30. Both adolescents and adults agreed that adolescents are helped to face reality.
31. The adolescents generally agreed that they contributed very little to family group discussions. The majority of adults generally disagreed with this point of view.
32. The majority of adolescents agreed that they engaged in age group discussions.
33. The majority of the girls felt they were understood by their parents. The majority of boys and adults disagreed on this point.
34. The majority of the boys felt their wishes were ignored by their parents. The majority of the girls and adults disagreed with the boys on this point.
35. The majority of the girls disagreed with the majority of boys and adults on their rating of parent-child communication.
36. The majority of all respondents agreed that parents are concerned about their children's welfare.
37. The majority of adolescents agreed on the rating of parent-child communication techniques. The adults disagreed with them on this point.
38. The majority of girls and adults agreed regarding the amount of time spent in parent-child relationships. The majority of the boys disagreed with them on this matter.
39. The majority of all respondents agreed regarding the two-way conversations in parent-child communication.
40. The majority of adolescents agreed regarding the honesty of their parents' statements. The majority of adults disagreed on this matter.
41. The majority of the girls felt their parents were not persuasive in their parent-child relationships. The majority of the boys disagreed on this matter. The majority of the adults agreed with the girls on this issue.

42. The majority of the boys and adults thought parents were effective in their forcefulness. The majority of the girls disagreed with them on this issue.
43. The majority of girls and adults thought parents were generally friendly. The majority of the boys disagreed with them on this matter.
44. The majority of all respondents thought adolescents were not rebellious against their parents.

Conclusions.--The analysis and interpretation of data appear to justify the following conclusions:

1. That adolescents have difficulty discussing particular subjects with parents.
2. That adolescents feel the need to discuss particular subjects with parents.
3. That parents, many times, make most of the family decisions without consideration to the adolescents' wishes and ideas.
4. That counseling roles and techniques are important if consideration is to be given to the attitudes of the adolescent child.
5. That there is a desire for close parent-child relationship in homes.

Implications.--The interpretation of data appears to warrant the following implications:

1. In view of the data presented it appears that there is a great need for educational improvement whereby parents may be helped in communicating with adolescents about subjects which are essential in helping adolescents adjust better.
2. That there is a great need for improvement in parent-child relationships.
3. That there is a counseling role for the parents which may be and should be fulfilled both individually and in groups.
4. That parents are greatly concerned about adolescents and would like to help them in every respect possible.

Recommendations.--The findings in this study appear to warrant the following recommendations:

1. That teachers and counselors take advantage of every opportunity to aid parents in techniques of counseling with adolescents.
2. That teachers and counselors strive to motivate parents' interest in better understanding of adolescent children.
3. That more counseling be done with adolescent children.
4. That more counseling techniques be utilized by counselors and the effects be reported to parents.
5. That, when possible, parent-child-counselor-teacher conferences be held.
6. That adult training, which would assist parents to communicate with adolescents, be incorporated in the school program.

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## APPENDIX

## OPINIONNAIRE

### HOW WELL DO YOU COMMUNICATE WITH YOUR CHILD?

#### A. Explanation

1. The purpose of this opinionnaire study is to find how well adolescents and parents communicate together.
2. This study of "Communication In Parent-Child Relationship" will be very helpful in aiding adolescents and parents communicate better with each other.
3. This opinionnaire is very easy to fill out. It will take only about 10 minutes of your time. You need only to check the space that is true for you.
4. You may use either a pencil or a ball point pen.
5. Please answer every question.
6. When you have filled out the opinionnaire please place it in the envelope provided and return by your child or to me directly.

#### B. The Opinionnaire

Mother \_\_\_\_\_ Father \_\_\_\_\_ Number of Children \_\_\_\_\_ Guardian \_\_\_\_\_ Other \_\_\_\_\_

1. Do you feel a need to discuss some subjects with your child?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

2. Do you find difficulty in discussing the following subjects with your child?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

##### A. Related to dating?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

##### B. Related to family regulations?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

##### C. Related to education?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

##### D. Related to church attendance

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

##### E. Related to social activities?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

##### F. Related to the opposite sex?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_



## G. Related to a future career?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

3. Does your child consider your wishes?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

4. Do you consider your child's wishes?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

5. Do you feel comfortable discussing such subjects with your child as the ones listed above? (in number 2)

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

6. Do you feel you are able to answer most of your child's questions?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

7. Do you ever refuse to listen to your child?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

8. Does your child tend to go outside the home to talk instead of at home?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

9. Do you feel there is a close relationship between your child and you?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

10. Do you approve of your child's guests?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

11. Does your child discuss expected life physical changes with you?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

12. Is your child afraid to discuss problems with you?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

13. Do you feel you are too strict with your child?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

14. Does your child talk freely with you?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

15. Do you feel shy when you talk to your child?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

16. Do you ever see your child's point of view about problems?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

17. Do you dictate to your child about most things?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

18. Do you feel you are overly demanding?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

19. Do you discuss with your child their desires and your expectations?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

20. For your child, do you prefer:

A. Parent dictation?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

B. Parent allowing children to make their own decisions?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

C. Parents aiding children in facing the reality of the situation?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

21. Does your family have family group discussions?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

22. Do you feel your child finds it easier to discuss personal problems with their age groups than with you?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

23. Do you feel that you understand your child?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

24. Do you feel that your child understands you?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

25. In your opinion does your child value your ideas and desires?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

26. In your opinion do you communicate well with your child?

never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

27. In your opinion does your child show a great concern about his welfare?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

28. In your opinion are the communication techniques used by you and your child good ones?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

29. Do you feel that you are your child's best friend?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

30. Is your child ever rebellious toward you?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

31. In your opinion do you spend enough time with your child?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

32. Are the conversations between you and your child two-way?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

33. Do you openly and frankly state your opinions first?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

34. Do you explain why your child should or should not do a particular thing?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

35. Do you persuade your child to agree?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

36. Do you force your child to do things he does not want to do?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

## OPINIONNAIRE

### HOW WELL DO YOU COMMUNICATE WITH YOUR PARENTS?

#### A. Explanation

1. The purpose of this opinionnaire study is to find how well adolescents and parents communicate together.
2. This study of "Communication In Parent-Child Relationship" will be very helpful in aiding adolescents and parents communicate better with each other.
3. This opinionnaire is very easy to fill out. It will take only about 10 minutes of your time. You need only to check the space that is true for you.
4. You may use either a pencil or a ball point pen.
5. Please answer every question.

When you have filled out the opinionnaire, place it on my desk as you leave the room.

#### B. The Opinionnaire

Age \_\_\_\_\_ Sex \_\_\_\_\_, \_\_\_\_\_ Live with: Parents \_\_\_\_\_ Guardian \_\_\_\_\_  
Boy Girl

Other \_\_\_\_\_

1. Do you feel a need to discuss some subjects with your parents?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
2. Do you find difficulty in discussing the following subjects with your parents?
  - A. Related to dating  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
  - B. Related to family regulations  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
  - C. Related to educational progress  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
  - D. Related to church attendance  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
  - E. Related to the opposite sex?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
  - F. Related to social activities?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
  - G. Related to a future career  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

3. Do your parents consider your wishes?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
4. Do you feel your parents are able to answer most of your questions?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
5. Do you feel comfortable discussing such subjects with your parents as the ones listed above? (in question number 2)  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
6. Do your parents ever refuse to listen to your problems / questions?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
7. Do you tend to go outside the home to talk instead of at home?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
8. Do you feel there is a close relationship between you and your parents?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
9. Do your parents discuss physical life changes with you?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
10. Do your parents approve of your guests?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
11. Are you ever afraid to discuss problems with your parents?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
12. Do you feel that your parents are too strict?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
13. Do you feel shy when you talk to your parents?  
Father? Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_  
Mother? Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_  
Others? Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
14. Do you talk more freely with your:  
Father? Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_  
Mother? Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_  
Other? Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
15. Do your parents ever see your point of view about problems?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
16. Do your parents dictate to you about most things?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
17. Do you feel your parents are overly demanding?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
18. Do you discuss with your parents their expectations and your desires?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
19. Do you feel you could talk to your parents if they listened always and allowed you to help make final decisions?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

20. If the choice was yours, would you prefer:

Parent dictation?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

Parents allowing you to make your own decisions?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

Parents aiding you in facing the reality of the situation?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

21. Does your family have family group discussion?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

22. Do you find it easier to discuss personal problems with your age group than with your parents?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

23. Do you feel that you understand your parents?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

24. Do you feel that your parents understand you?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

25. In your opinion do your parents value your ideas and desires?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

26. In your opinion do you communicate well with your parents?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

27. In your opinion do your parents show a great concern about your welfare?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

28. In your opinion are the communication techniques used by you and your parents good ones?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

29. Do you feel that your parents are your best friends?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

30. Do your parents always agree with you?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

31. Are you ever rebellious toward your parents?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

32. In your opinion do your parents spend enough time with you?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

33. Are the conversations between you and your parents two-way?

Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

34. Do your parents openly and frankly state their opinions first?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
35. Do your parents explain why you should do or should not do a particular thing?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
36. Do your parents persuade you to agree?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_
37. Do your parents force you to do things you do not want to do?  
Never \_\_\_\_\_ Seldom \_\_\_\_\_ Most of the time \_\_\_\_\_ Always \_\_\_\_\_ Other \_\_\_\_\_

## VITA

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### Education:

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Presently employed as an elementary school  
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